

## COLLETON SCHOOL DISTRICT

213 Jeffries Boulevard  
Walterboro, SC 29488

**GRADES** PK-12

**ENROLLMENT** 6,339 Students

**SUPERINTENDENT** Charles W. Gale Jr. 843-549-5611

**BOARD CHAIR** V. Wayne Shider 843-549-5715

**FISCAL AUTHORITY** County Council

## THE STATE OF SOUTH CAROLINA

### ANNUAL DISTRICT REPORT CARD

# 2004

#### ABSOLUTE RATING:

**AVERAGE**

Absolute Ratings of Districts with Students like Ours

Excellent

0

Good

0

Average

9

Below Average

0

Unsatisfactory

0

#### IMPROVEMENT RATING:

**AVERAGE**

#### ADEQUATE YEARLY PROGRESS:

**NO**

This district met 23 out of 25 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Below Average	Below Average	N/A
<b>2002</b>	Below Average	Average	N/A
<b>2003</b>	Average	Average	No
<b>2004</b>	Average	Average	No

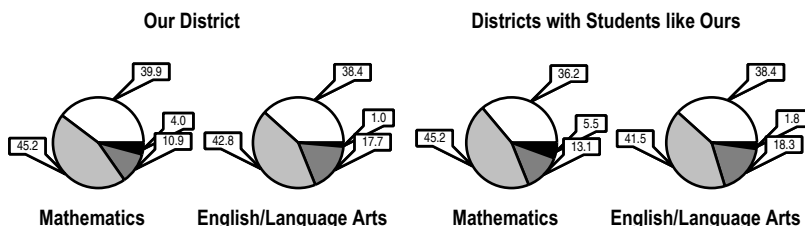
**DEFINITIONS OF DISTRICT RATING TERMS**





- **Excellent** - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** - District performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

79.1%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.**HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS**

	<b>Our District</b>			<b>Districts with Students like Ours</b>		
<b>Percent</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
<b>Passed both subtests</b>	67.0	N/A	N/A	67.6	N/A	N/A
<b>Passed 1 subtest</b>	15.1	N/A	N/A	16.6	N/A	N/A
<b>Passed no subtests</b>	17.8	N/A	N/A	15.8	N/A	N/A

**ELIGIBILITY FOR LIFE SCHOLARSHIP\***

<b>Percent of</b>	<b>Our District</b>	<b>Districts with Students like Ours</b>
<b>Seniors eligible for LIFE Scholarships at four-year institutions*</b>	9.9	6.9
<b>Seniors who met the SAT/ACT requirement</b>	9.9	6.9
<b>Seniors who met the grade point average</b>	30.3	35.6

\*Using only the SAT/ACT and grade point average requirements

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts							
All Students	3,051	99.3	38.4	42.9	17.7	1.0	18.7
Gender							
Male	1,579	99.1	44.0	41.0	14.3	0.8	15.0
Female	1,472	99.5	32.5	45.0	21.3	1.2	22.5
Racial/Ethnic Group							
White	1,194	99.3	26.9	46.5	24.5	2.1	26.6
African-American	1,764	99.3	46.9	40.2	12.7	0.2	12.9
Asian/Pacific Islander	16	100.0	21.4	42.9	35.7	0.0	35.7
Hispanic	45	97.8	25.0	47.2	27.8	0.0	27.8
American Indian/Alaskan	29	100.0	13.0	65.2	21.7	0.0	21.7
Disability Status							
Not Disabled	2,586	99.6	35.7	44.5	18.7	1.0	19.8
Disabled	465	97.6	53.6	34.1	11.8	0.5	12.2
Migrant Status							
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	3,051	99.3	38.4	42.9	17.7	1.0	18.7
English Proficiency							
Limited English Proficient	11	100.0	63.6	18.2	18.2	0.0	18.2
Non-Limited English Proficient	3,040	99.3	38.3	43.0	17.7	1.0	18.7
Socio-Economic Status							
Subsidized meals	2,341	99.4	43.7	41.7	14.2	0.4	14.6
Full-pay meals	708	99.0	21.0	47.0	29.0	2.9	31.9
Mathematics							
All Students	3,051	99.5	39.9	45.2	10.9	4.0	14.9
Gender							
Male	1,579	99.4	41.9	43.5	10.8	3.8	14.6
Female	1,472	99.7	37.7	47.1	11.0	4.1	15.1
Racial/Ethnic Group							
White	1,194	99.7	29.0	47.1	16.6	7.3	23.9
African-American	1,764	99.5	47.9	43.6	6.8	1.7	8.5
Asian/Pacific Islander	16	100.0	7.1	50.0	35.7	7.1	42.9
Hispanic	45	97.8	36.1	41.7	19.4	2.8	22.2
American Indian/Alaskan	29	100.0	21.7	69.6	4.3	4.3	8.7
Disability Status							
Not Disabled	2,586	99.7	35.3	47.8	12.4	4.5	16.9
Disabled	465	98.5	65.4	31.1	2.6	0.9	3.5
Migrant Status							
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	3,051	99.5	39.9	45.2	10.9	4.0	14.9
English Proficiency							
Limited English Proficient	11	100.0	54.5	18.2	27.3	0.0	27.3
Non-Limited English Proficient	3,040	99.5	39.8	45.3	10.8	4.0	14.8
Socio-Economic Status							
Subsidized meals	2,341	99.6	45.0	44.4	8.5	2.2	10.7
Full-pay meals	708	99.3	23.4	48.1	18.9	9.7	28.5

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	Grade 3	479	99.0	29.7	45.9	23.7	0.7	24.4
	Grade 4	511	99.2	32.3	50.0	16.9	0.8	17.7
	Grade 5	526	99.4	42.3	49.4	7.9	0.4	8.3
	Grade 6	543	99.3	49.7	36.8	12.7	0.8	13.5
	Grade 7	534	99.6	47.7	43.5	8.2	0.6	8.8
	Grade 8	472	99.4	42.2	46.6	10.7	0.5	11.2
<b>2004</b>	Grade 3	506	99.2	24.2	39.5	34.2	2.1	36.2
	Grade 4	484	99.0	32.2	47.5	20.1	0.2	20.3
	Grade 5	507	99.6	32.6	54.7	11.9	0.8	12.7
	Grade 6	571	99.1	54.2	35.6	9.2	0.9	10.1
	Grade 7	534	99.3	48.4	42.4	8.4	0.8	9.2
	Grade 8	455	99.6	35.3	50.3	13.7	0.7	14.4

<b>Mathematics</b>								
<b>2003</b>	Grade 3	479	100.0	34.9	49.2	12.6	3.2	15.9
	Grade 4	511	100.0	35.0	48.4	11.5	5.0	16.6
	Grade 5	526	100.0	43.4	46.7	8.3	1.6	9.9
	Grade 6	543	99.8	40.2	42.0	13.3	4.6	17.9
	Grade 7	534	99.8	57.7	34.7	5.8	1.8	7.6
	Grade 8	472	99.8	44.8	50.5	3.6	1.1	4.8
<b>2004</b>	Grade 3	506	99.4	30.0	51.9	13.4	4.8	18.2
	Grade 4	484	99.6	31.1	47.4	14.8	6.7	21.5
	Grade 5	507	99.8	37.4	47.6	11.2	3.7	14.9
	Grade 6	571	99.3	39.9	44.0	12.3	3.8	16.1
	Grade 7	534	99.6	54.1	37.1	6.4	2.3	8.8
	Grade 8	455	99.6	48.1	44.9	6.2	0.9	7.1

**SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"**

These schools will be reported in a separate document.

**DEFINITION OF SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"**

Title I schools that fail to make adequate yearly progress for two consecutive years

**HSAP PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>							
All Students	459	97.2	22.2	31.3	28.8	17.7	46.5
<b>Gender</b>							
Male	215	94.9	31.5	32.5	26.0	10.0	36.0
Female	244	99.2	14.5	30.3	31.1	24.1	55.2
<b>Racial/Ethnic Group</b>							
White	186	96.8	11.2	25.8	37.1	25.8	62.9
African-American	261	97.3	28.3	35.9	24.3	11.6	35.9
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	376	98.4	12.8	33.1	33.6	20.5	54.1
Disabled	83	91.6	68.0	22.7	5.3	4.0	9.3
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	459	97.2	22.2	31.3	24.6	17.7	46.5
<b>English Proficiency</b>							
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	455	97.1	21.7	31.4	29.1	17.8	46.9
<b>Socio-Economic Status</b>							
Subsidized meals	262	97.7	28.9	33.2	24.5	13.4	37.9
Full-pay meals	197	96.4	13.3	28.7	34.6	23.4	58.0

<b>Mathematics</b>							
All Students	459	95.6	26.2	37.2	24.6	12.0	36.6
<b>Gender</b>							
Male	215	94.0	31.7	38.2	19.6	10.6	30.2
Female	244	97.1	21.6	36.4	28.8	13.1	41.9
<b>Racial/Ethnic Group</b>							
White	186	96.2	14.6	33.1	33.7	18.5	52.2
African-American	261	95.8	34.0	40.5	18.6	6.9	25.5
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	376	97.3	17.4	40.3	28.7	13.5	42.3
Disabled	83	88.0	69.9	21.9	4.1	4.1	8.2
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	459	95.6	26.2	37.2	24.6	12.0	36.6
<b>English Proficiency</b>							
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	455	95.6	26.2	36.9	24.8	12.1	36.9
<b>Socio-Economic Status</b>							
Subsidized meals	262	96.2	31.3	37.8	19.7	11.2	30.9
Full-pay meals	197	94.9	19.4	36.6	31.2	12.9	44.1

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**PERFORMANCE BY STUDENT GROUPS**

	Exit Exam Passage Rate by Spring 2004		Eligibility for LIFE Scholarships*		Graduation Rate		Met State Objective
	n	%	n	%	n	%	
All students	307	91.5%	294	9.9%	413	55.9%	N/A
<b>Gender</b>							
Male	125	93.6%	121	8.3%	198	46.0%	
Female	182	90.1%	173	11.0%	215	65.1%	
<b>Racial/Ethnic Group</b>							
White	143	93.7%	124	21.0%	169	59.2%	
African American	160	89.4%	163	1.2%	236	53.4%	
Asian/Pacific Islander	2	I/S	2	I/S	1	I/S	
Hispanic	1	I/S	2	I/S	2	I/S	
American Indian/Alaskan	1	I/S	2	I/S	3	I/S	
<b>Disability Status</b>							
Not disabled	284	93.3%	272	10.7%	358	64.0%	
Disabilities other than speech	23	69.6%	22	0.0%	55	3.6%	
<b>Migrant Status</b>							
Migrant	N/A	N/A	0	N/A	N/A	N/A	
Non-migrant	301	91.0%	294	9.9%	N/A	N/A	
<b>English Proficiency</b>							
Limited English proficient	1	I/S	0	N/A	0	N/A	
Non-LEP	300	91.0%	294	9.9%	413	55.9%	
<b>Socio-Economic Status</b>							
Subsidized meals	136	87.5%	153	3.9%	224	49.6%	
Full-pay meals	165	93.9%	141	16.3%	189	63.5%	

\* Using only the SAT and grade point average requirements

n = number of students on which percentage is calculated

**EXAM PASSAGE RATE BY SPRING 2004**

	Our District	Districts with Students like Ours
Percent	91.5%	90.8%

**GRADUATION RATE**

	Our District	Districts with Students like Ours
Number of Students	413	229
Number of Diplomas	231	162
Rate	55.9%	73.5%

**2003-04 COLLEGE ADMISSIONS TESTS**

SAT	Verbal		Math		Total	
	2003	2004	2003	2004	2003	2004
District	N/A	458		464		922
State	493	491	496	495	989	986
Nation	507	508	519	518	1026	1026

ACT	English		Math		Reading		Science		Total	
	2003	2004	2003	2004	2003	2004	2003	2004	2003	2004
District	16.0	17.5	17.6	18.0	17.6	17.9	17.5	17.9	17.4	17.9
State	18.7	18.8	19.0	19.1	19.4	19.4	19.2	19.3	19.2	19.3
Nation	20.3	20.4	20.6	20.7	21.2	21.3	20.8	20.9	20.8	20.9

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

DISTRICT PROFILE

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n= 6,339)				
First graders who attended full-day kindergarten	85.3%	N/C	100.0%	97.2%
Retention rate	8.9%	Up from 0.1%	6.5%	5.3%
Attendance rate	95.1%	Up from 94.8%	96.0%	96.2%
Students with disabilities other than speech taking PACT (ELA) off grade level	7.6%		3.8%	5.8%
Students with disabilities other than speech taking PACT (Math) off grade level	7.1%		3.8%	5.1%
Eligible for gifted and talented	6.7%	Up from 5.8%	6.7%	11.6%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	10.7%	Up from 10.4%	10.7%	10.9%
Older than usual for grade	9.9%	Up from 9.8%	6.5%	5.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.8%	Down from 1.9%	1.8%	1.1%
Enrolled in AP/IB programs	6.8%	Down from 7.0%	5.3%	9.9%
Successful on AP/IB exams	N/AV	N/AV	N/AV	N/AV
Enrolled in adult education GED or diploma programs	206	Up from 205	163	157
Completions in adult education GED or diploma programs	27	Down from 54	25	39
Annual dropout rate	6.3%	Down from 6.8%	2.4%	2.9%
Teachers (n= 437)				
Teachers with advanced degrees	41.2%	Up from 38.7%	46.6%	50.0%
Continuing contract teachers	81.5%	Down from 82.6%	84.3%	84.6%
Highly qualified teachers**	92.9%	N/A	91.8%	92.5%
Teachers with emergency or provisional certificates	9.1%		7.6%	4.4%
Teachers returning from previous year	85.9%	Down from 87.4%	88.6%	89.9%
Teacher attendance rate	94.9%	Up from 92.2%	94.4%	94.7%
Average teacher salary	\$37,414	Up 1.7%	\$39,029	\$40,566
Vacancies for more than nine weeks	1.4%	N/C	0.0%	0.3%
Prof. development days/teacher	11.7 days	Up from 10.3 days	12.0 days	12.0 days
District				
Superintendent's years at district	2.0	Up from 1.0	3.0	3.0
Student-teacher ratio in core subjects	18.7 to 1	Down from 18.8 to 1	20.1 to 1	21.0 to 1
Prime instructional time	88.4%	Up from 86.1%	88.9%	89.5%
Dollars spent per pupil*	\$7,090	Up 0.5%	\$7,090	\$7,217
Percent of expenditures for teacher salaries*	55.4%	Down from 56.8%	54.2%	55.6%
Opportunities in the arts	Good	No change	Good	Excellent
Parents attending conferences	94.0%	Down from 98.1%	93.5%	97.3%
Number of schools	12	No change	6	8
Number of magnet schools	0	No change	0	0
Number of charter schools	0	No change	0	0
Number of alternative schools	0	No change	0	0
Portable classrooms	48.1%	Up from 12.0%	5.8%	4.3%
Average age in years of school facilities	32	Down from 34	26	26
Number of schools with SACS accreditation	2	No change	4	8
Average administrator salary	\$61,906		\$68,452	\$67,300

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	100.0%	92.0%
Highly qualified teachers in high poverty schools**	95.2%	91.1%
	State Objective	Met State Objective
Highly qualified teachers**	65.0%	Yes
Student attendance rate	95.3%	No

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**SCHOOL DISTRICT GOVERNANCE**

<b>Board Membership</b>	7 trustees elected to single-member seats
<b>Fiscal Authority</b>	County Council
<b>Average Number of Hours of Training Annually</b>	11.0 per board member
<b>Percent new trustees completing orientation</b>	100.0%

**DISTRICT SUPERINTENDENT'S REPORT**

Colleton County School District is a great place for teachers to work and children to learn. The district has implemented standards-based curriculum and instruction in all of our classrooms. We are committed to becoming a data-driven instructional system, focused on results, utilizing best practices to meet the needs of all of our students. As we strive for excellence, we are committed to improving student achievement, parental involvement, communication, staff morale, discipline, and financial resources.

Colleton County School District values its employees and understands that they comprise our greatest strength. We believe that the greatest gift we can provide our students is a highly qualified teacher who experiences a high degree of job satisfaction and professional growth, day in and day out.

Colleton County School District is well known for its outstanding athletic and marching band programs. We will not rest until our academic accomplishments reach a similar status! Our Mission is to become the best that we can be! Colleton County School District is comprised of seven elementary schools, three middle schools, one high school and one career center serving approximately 6400 students. We take pride in preparing our students to be successful in their chosen fields upon completion of our programs.

The school district is very proud of the improvements our students have made on standardized measures of student achievement. The district achieved a 2003 report card rating of average for the first time. When compared to districts with similar students we did as well as any other district in the state. We are also proud to report that our high school students have out-performed districts with students like ours with respect to passing all three subtests on the exit exam for the past three years!

We believe that our students' achievement will continue to improve as we focus instruction and staff development on a highly rigorous standards-based curriculum. We invite the community to join with us in a collaborative partnership to develop the leaders of tomorrow today.

Charles W. Gale Jr.